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even in the treatment of this topic, that Dr. Scott would have the group do more than merely "mess around."

In failing to recognize that there are two factors in education, an *individual* and a *social* and in failing to recognize that the subject-matter, and the guidance of teachers and parents are just as truly social in their proper place as the first-hand experiences of the group, Dr. Scott strikes against a hard rock which has obstructed the way of many an enthusiast in education. Such misconceptions are responsible for the waste which comes from *ending* as well as *beginning* with the experience of the individual or the group; with ending as well as beginning with purely instinctive expressions; one factor in education—first-hand experience—is recognized, but the failure to recognize the situations which give this experience an opportunity to function deprives it of its real value.

The merits of the work as a careful and accurate statement and interpretation of facts may be illustrated, perhaps, from the following extracts:—On page 80 Dr. Scott, when discussing the Laboratory School, states on his own authority, "New adaptations in the course of study were constantly being made." But when he wrote page 83 he evidently lost sight of his recent statement for, after strong words of disapproval, he states, ". . . the realization of any theory of education always meets with serious obstructions in practice . . . but these difficulties should return upon the theory and modify it, if it is to maintain itself as a guide and remain free from the suspicion of being a priori." This last thrust, with an expression borrowed from Professor Dewey's philosophy, tends to give to the situation an element of humor.

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*Colonization: A Study of the Founding of New Societies.* By ALBERT GALLOWAY KELLAR, professor of the science of society, Yale University. Ginn and Co., 1908. 1 vol. Pp. xii+632; with six maps.

Dr. Kellar has here brought together, primarily "to provide a textbook for the study of colonization," certain least known and least accessible data of colonial history. He states that "the book is based almost entirely on treatises rather than sources." He has made a clear, readable history. The dry bones are not reshaped out of

scientific recognition by the personality of the author, but they are vitalized by his sane and frequently sage interpretations.

Because of the accessibility of data on British, French, Russian, Belgian, Japanese, and American colonies these nations are not treated in the book; of the moderns only the Germans and Italians are given space, and "they in something of the appendix style." No attempt is made to give a fast and fixed definition of a colony, but Dr. Kellar uses the word in the sense of "a political dependency, settled or prospectively to be settled, to some degree, by the citizens of its dominant state."

Chapter i (20 pages) is given up to "Definition and Classification." The essential differences between colonies in tropical regions (plantation colonies) and those in temperate regions (farm colonies) are clearly presented.

Chap. ii (57 pp.) presents facts on the colonies of the Chinese, Phoenicians, Greeks, Romans, and early Italians; chaps. iii and iv (88 pp.) treat of Portuguese colonies in the East and in Brazil; chaps. v-ix (197 pp.) are given up to a discussion of Spanish colonization; chaps. x-xii (129 pp.) treat of Netherland colonies; chap. xiii (20 pp.) deals with "the colonies of the Scandinavians," viz., Danish East and West India companies, and polar colonies; chap. xiv (79 pp.) presents "modern Italian and German colonization."

From three years' experience in the tropics, I heartily agree with Dr. Kellar's views on tropical colonization—his discussion of which, in chap. i, may be tersely, though not adequately, summed up in his sentence, "The conditions of the tropical colony are . . . extremely unfavorable to both individual and society [from a temperate climate]." However, his statement regarding Europeans in the tropics seems not to be true of Americans in the Philippine Islands: "Pregnancy and parturition constitute a grave danger to European women, and, as is natural, the infant death-rate is high."

Dr. Kellar seems to me to have been shrewd in his several characterizations of the various peoples considered. Of the Spanish and Portuguese he says: "For a nation like the Spaniards . . . the first and most engrossing interest in any new world must have lain in the large element of hazard and adventure which is offered. The expeditions and conquests were motived by the desire for wealth won speedily in the opening up of a mysteriously attractive unknown." Again he says: "The spirit of conquest was commingled

with that of crusade; the Iberian soldiers went out to win the temporal empire for the sovereign, and the spiritual dominance for the faith."

Of the Dutch (the Netherlands) Dr. Kellar notes, "The Dutch continued to regard Java . . . from the standpoint of what is in essence almost unmixed national egoism. Hence it is that the narrative of Dutch colonization seems so barren and sordid, so unrelieved by the dramatic or romantic, almost empty of the play of passion, of personal highmindedness and renunciation in the pursuit of perhaps unwise ideals; for it is almost exclusively a record of accountings and cheatings, a tale of consistent exploitation. Thus the topics to be considered, as period follows period, are variations upon the same monotonous theme: commercial policy."

Of the Scandinavian Danes he says, "The Danish programme was trade pure and simple; it included no political aims of any kind." He notes of the Norwegian Scandinavians: "Evidently the Norwegian colonists [in Iceland] were an industrious people . . . desiring above all, from the government to which they had sworn allegiance, conditions of peace and order." Again he says of these people: "It would be an evidence of narrow interest on the part of any narrator of Icelandic affairs to neglect to mention the astonishing intellectual and especially literary productiveness of these northern islanders. . . . They are more Norse than the Norse."

Of the Italians we are told: "Italy is a nation which hoped, by taking thought, to add unto her stature;" but Italy was not prepared for successful colonization. She lacked internal political cohesion, capital, population, and knowledge of lands, people, and processes necessary for colonial success. "The Italians, together with other Latin nations, suffer from a race-temperament unfortunate in colonizers. They are generally dominated too much by feeling and too little by judgment; they are attracted too much by abstract theory, military glory, and all that which caters to national vanity."

The Germans have cried that they got into the colonizing game "too late;" but Dr. Kellar says the "German was surpassingly fitted for scientific colonization—absolutely and relatively better equipped than any other country has been." "Little false sentiment is to be found and few grandiloquent expressions of purely humanitarian aims. The problem is approached with cool head and with a method that is scientific." "The vital error in the German policy has been the attempt to carry over to the colonies the complex military and

administrative system of the homeland—[almost a national characteristic].”

An excellent 12-page bibliography, six specially prepared maps, and a good index add to the value of the book.

As treating a special topic of the broad subject of sociology the book will be welcomed both inside and outside of the university.

ALBERT ERNEST JENKS

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*The Privileged Classes.* By BARRETT WENDELL. New York: Charles Scribner's Sons, 1908. Pp. vii+274.

*The Privileged Classes* consists of four essays: “The Privileged Classes,” delivered as an address before the Twentieth Century Club of Chicago in January, 1908; “Our National Superstition,” delivered as the Commencement address at Haverford College in 1904; “The American Revolution,” and “Of Education,” the latter two being now published for the first time.

The essay-address on “The Privileged Classes” presents the laboring man as the privileged class because he often occupies two seats in the street car although he has paid for only one, because he outnumbered property owners and can vote tax levies upon property he does not own, being himself free from any direct tax, because he demands from politician and public the protestation of unhesitating and enthusiastic loyalty; because he does not “use a shovel twice without a good long rest between the shovelfuls;” because his prices are higher and his work poorer than a German tailor; because he combines to limit the hours of work and its quantity and to exclude all competition with their associated selves; because he favors the “fellow-servant clause” in the employers’ liability act; and because he believes in a progressive income tax.

With the exception of the combination to regulate conditions of employment and competition, these reasons seem to the reviewer to be of little significance. They are such things, perhaps, as “a man of letters”—which the author calls himself in a dozen places—might seize upon, but they are too inconsequential to have much force with men who are close to the battle.

“Our National Superstition” is that popular education is the cure for all our ills. The author criticizes the modern theory of practical education and defends the older cultural theory.

The essay-address is suggestive and at times convincing. The